



# LESSON FIVE: ALL ABOUT CARLSBAD

## OVERVIEW

The students are introduced to Carlsbad as a city; its structure and its history.

## OBJECTIVES

The students will:

- Learn that a city has a specific organizational structure.
- Recognize that the City of Carlsbad, like the United States of America, operates as a democracy in which the majority rules.
- Learn why, how and when Carlsbad became a city.

## PREPARATION

Review both activities and materials. Remember that this is the first “Carlsbad-specific” lesson. As such, it is a lesson in which many of the terms in the Carlsbad Rap will be defined.

Also remember (especially if you are in an EUSD or SMUSD school) that there will be children who live in other cities, so when possible, you will want to relate how Carlsbad is similar to and differs from its neighbors. For instance, each city has a city seal, but they are all different.

Display the CityStuff banner, the Council’s and City Manager’s photos, and start off with the Rap.

## MATERIALS

- Photos of Mayor, Council, City Manager
- Carlsbad pencils
- 25/35 copies of “Carlsbad Becomes a City”
- 1 class City Seal
- 25/35 copies of student My City Seals
- 1 bag of mosaics
- 25/35 mosaic cups
- 3-5 glue sticks (just in case – students should have their own)

## CONCEPTS

History  
Local government  
Democracy

## SKILLS

Spelling  
Listening  
Reading out loud  
Art Creation

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## LESSON FIVE: ALL ABOUT CARLSBAD

### VOCABULARY

**Mayor:** the elected official who heads the five-member City Council. The Mayor is the chief spokesperson for the Council and appoints people to the many volunteer boards and commissions that help the Council make good decisions for Carlsbad. The Mayor and Council members may be women or men.

**Incorporation:** to formally become a city with a local government.

**Annex:** to take over as your own.

### TIME

Introduction/Rap: 10 minutes

“Carlsbad Becomes a City” booklet: 20 minutes

City Seal Discussion/Creation: 30 minutes

### PRESENTATION

Start off with at least the first verse plus refrain of the Carlsbad Rap. (If there is time and inclination, do the entire Rap.) Explain that many of the ideas in the Rap will be explored in this lesson.

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## ACTIVITY A: “CARLSBAD BECOMES A CITY”

Hand out copies of the booklet. Go around the class, calling on students to stand and read a page. (In classrooms with more than 20 students, separate the longer pages into sections so everyone has a chance to read.) Have everyone read the last page together.

Note: Check with the classroom teacher before beginning this activity. To avoid embarrassing any students, have the better readers read the longer sections. Ask the less accomplished readers to read the shorter sections.

ShortTales Assignment: S is for Seal, pages 48-49.

### INFORMATION TO IMPART ABOUT OTHER CITIES

- Oceanside, Vista, Encinitas and San Marcos are neighboring cities to Carlsbad.
- These cities all have their own city seals, employees and Mayors/City Councils, but they all operate in the same democratic way.
- Many roads go from city to city to city. Some examples are El Camino Real and Palomar Airport Road/San Marcos Boulevard.
- Some children who live in San Marcos, Vista, Encinitas and Oceanside go to school in Carlsbad. (Ask: Do any of you?)

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# ACTIVITY B: “LET’S LEARN ABOUT THE CITY SEAL”

There are two sections to this activity. First, the students will learn about the Carlsbad City Seal. Then, they will create their own.

## SECTION ONE

Post the large color Carlsbad City Seal where students can easily view it. With the help of the students, point out and discuss each element of the seal. (See Fast Facts 101, #s 42 and 43 for additional information.)

Introduce the concept: In 1958, the City held a contest to design a City Seal, with a prize of \$25 awarded to the winner. Major Albert F. Rinehart’s design won. It incorporated several symbols that the City Council thought best represented the City of Carlsbad.

Tell students that they will see different renditions of the City Seal next week when they take a field trip to City Hall. A tile mosaic is displayed in City Council Chambers. A Lego mosaic is displayed at City Hall.

## EXPLANATION OF SEAL ELEMENTS

Point to the elements (or have students come up and help you) and discuss their significance, one by one:

- The triad (three connected triangles) represents the three elements that oversee Carlsbad City government: 1) the Mayor; 2) the other four Council Members; and 3) the City Manager.
- The hatchet in the triad is a longtime symbol of democratic government. The inclusion of the hatchet may derive from the Iroquois Indians’ “Great Law of Peace.” According to this Native American legend, a Peacemaker brought warring people together and told the warriors to bury their weapons – thus the phrase, “bury the hatchet.” Seen this way, the hatchet represents a democracy in which disagreements do not lead to violence. (In our next lesson, the students will learn first-hand how people may disagree in a courteous manner.)
- The three elements around the triad represent features that make Carlsbad a uniquely delightful place to live.
- At the top, the sun and sea represent the great climate and coastal location.
- At the bottom left is the City’s official flower, the bird-of-paradise. (If you visit the northeast corner sidewalk of Carlsbad Village Drive and Carlsbad Boulevard, you’ll see artist James Hubbell’s bird-of-paradise artwork in a tile mosaic).
- At the bottom right is a cornucopia, which symbolizes the many food crops once grown in Carlsbad.

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### SECTION TWO

Pass out the black-and-white City Seals, one to each student. Note that, with the exception of the words “City of Carlsbad” and “California,” they are purposely blank inside.

Tell the students that now it’s time for them to create their own mosaic of a City Seal!

Ask them: What do you think makes Carlsbad a great place for people to live, work, play and go to school? Decide what is important to you about Carlsbad. This would be your symbol of Carlsbad. It shows what in Carlsbad is important to you.

#### OPTIONAL INFORMATION

If there is time, you can share this information about mosaics. Mosaic art dates back hundreds of years. People from many cultures and countries around the world have made mosaic art works. Ancient mosaics can be found in places such as Egypt, Europe, and North and South America.

A mosaic is an artwork that resembles a puzzle. It is made by fitting together small pieces of colored objects such as tile, glass, stone or (what we are going to use today) paper. The objects are called “tesserae” – pronounced teh’-sur-ray. Often, the objects have small spaces between them. Typically, mosaics are very bright and colorful.

#### CREATE YOUR OWN CITY SEAL

Tell the students: Draw your symbol inside the blank City Seal circle. Make sure to draw it BIG. Don’t draw too many small details that would get hidden in the mosaic.

Hand out sufficient paper tiles in each cup to each student. The students should have their own glue sticks. If not, they can share the glue sticks included in the kits.

*NOTE: PLEASE SAVE THE EXTRA PAPER TILES AND GLUE STICKS. RETURN THEM AFTER THE CURRICULUM IS OVER.*

Tell the students: Use the paper mosaics to decorate your symbol and the entire City Seal.

Encourage them to get creative with their use of colors. Tell them to put their name on the paper and to write a short explanation of their symbol and what it means to them.

#### SHOW AND TELL

As time allows, have the students come to the front of the classroom. Ask them to name their symbol and explain why they chose it.

*NOTE: IN THE FUTURE, WE MAY COLLECT AND DISPLAY SOME OF THE OUTSTANDING CITY SEALS. YOU MIGHT WANT TO CAPTURE ONE OR MORE IN A PHOTOGRAPH FOR USE IN A CITYSTUFF PUBLICATION.*